

KINDER-
GARTEN

GRADE LEVEL CONTENT EXPECTATIONS



Me: At Home and School

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Welcome to Michigan's DRAFT Grade Level Content Expectations for Social Studies

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Social Studies

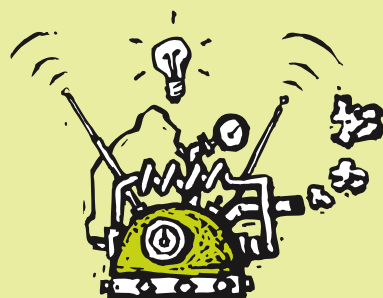
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Kindergarten—Me: At Home and School

The focus of the social studies curriculum for Kindergarten is “Me: At Home and School.” A comprehensive approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision making will be most effective when integrated with the subjects of reading, writing, mathematics, science, and the arts.

Share Your Ideas



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Send your review comments to:

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HISTORY

By the end of Kindergarten each student will be able to:

1. identify events from his/her own life as happening in the past or present. I.1.EE.3
2. identify the characters in stories representing a variety of societies and cultures from the past. I.2.EE.1
3. identify what happened in stories representing a variety of societies and cultures from the past. I.2.EE.1
4. identify where stories representing a variety of societies and cultures from the past happened. I.2.EE.1
5. identify intervals of time using days, weeks, months and seasons. I.1.EE.3



GEOGRAPHY

By the end of Kindergarten each student will be able to:

6. distinguish between human and natural characteristics of places in his/her immediate environment. II.1.EE.1, II.1.EE.2
7. distinguish between human wants and needs. II.2.EE.1
8. identify how people use the environment to meet human needs. II.2.EE.1
9. identify locations of significance in his/her immediate environment on simple maps. II.3.EE.1
10. identify regions (and their boundaries) in his/her immediate environment and describe the shared characteristics of each region. II.4.EE.1



CIVICS AND GOVERNMENT

By the end of Kindergarten each student will be able to:

11. identify rules in their school and community and identify the consequence for breaking them. III.4.EE.1
12. identify a conflict at school and suggest a strategy to resolve it. III.3.EE.1
13. identify a variety of ways for groups to make decisions fairly. III.4.EE.2



ECONOMICS

By the end of Kindergarten each student will be able to:

14. distinguish between goods and services they use. IV.1.EE.1
15. recognize economic exchanges in which they participate. IV.5.EE.1



INQUIRY AND DECISION MAKING

By the end of Kindergarten each student will be able to:

16. take a stand on a classroom question or issue and recognize that others may have different points of view. VI.3.EE.1



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GRADE
ONE

SOCIAL STUDIES

GRADE LEVEL CONTENT EXPECTATIONS



My Family, School, and Neighborhood

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Social Studies

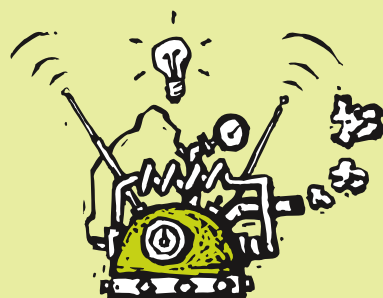
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Grade One—My Family, School, and Neighborhood

The focus of the social studies curriculum for Grade One is “My Family, School, and Neighborhood.” A comprehensive approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision making will be most effective when integrated with the subjects of reading, writing, mathematics, science, and the arts.

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HISTORY

By the end of Grade One each student will be able to:

1. distinguish among events that represent the past, present, and future. I.1.EE.3
2. identify the characters in stories representing a variety of societies and cultures from the past. I.2.EE.1
3. identify what happened in stories representing a variety of societies and cultures from the past. I.2.EE.1
4. identify where stories representing a variety of societies and cultures from the past happened. I.2.EE.1
5. use a variety of resources to construct a narrative about his/her personal or family history. I.3.EE.1
6. explain decisions made by others as reported in stories about the past, to help students make decisions at home and at school. I.4.EE.2



GEOGRAPHY

By the end of Grade One each student will be able to:

7. distinguish between human and natural characteristics of place in his/her school and neighborhood environments. II.1.EE.1, II.1.EE.2
8. describe how his/her natural environment has been changed by people. II.2.EE.2
9. describe how his/her life is affected by the natural environment. II.2.EE.2
10. identify regions in his/her school and neighborhood and describe the unique characteristics and boundaries of each. II.4.EE.1



CIVICS AND GOVERNMENT

By the end of Grade One each student will be able to:

11. describe how school staff members carry out their authority within the school. III.1.EE.1
12. explain how conflicts at school might be resolved. III.3.EE.1
13. describe a variety of ways for groups at school to make decisions fairly. III.4.EE.2



ECONOMICS

By the end of Grade One each student will be able to:

14. identify how families produce and consume goods and services. IV.1.EE.1
15. Recognize economic exchanges in which he/she participates. IV.5.EE.1



INQUIRY AND DECISION MAKING

By the end of Grade One each student will be able to:

16. interpret information from simple maps, graphs, tables, and pictographs. V.1.EE.3
17. write a statement taking a stand on a question or issue and support it with his/her opinion. VI.3.EE.1



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GRADE LEVEL CONTENT EXPECTATIONS



Communities

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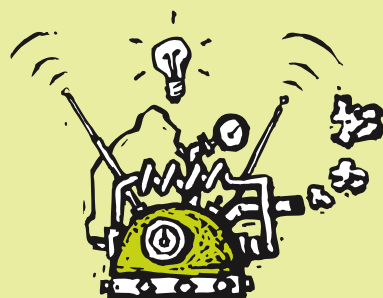
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Grade Two—Communities

The focus of the social studies curriculum for Grade Two is **“Communities.”** A comprehensive approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision making will be most effective when integrated with the subjects of reading, writing, mathematics, science, and the arts.

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HISTORY

By the end of Grade Two each student will be able to:

1. place events of his/her life and community in chronological order. I.1.EE.4
2. identify the characters in stories representing a variety of societies and cultures from the past. I.2.EE.1
3. identify what happened in stories representing a variety of societies and cultures from the past. I.2.EE.1
4. identify where stories representing a variety of societies and cultures from the past happened. I.2.EE.1
5. use a variety of resources to construct a narrative about themselves, their family or their community. I.3.EE.1
6. explain decisions made by others as reported in stories about the past. I.4.EE.2



GEOGRAPHY

By the end of Grade Two each student will be able to:

7. distinguish between human and natural characteristics of places in the community. II.1.EE.1, II.1.EE.2
8. suggest ways people can help improve the environment of his/her community. II.2.EE.3
9. describe the movement of people, goods, services and ideas in his/her local community. II.3.EE.3
10. compare his/her community and region with other communities and regions. II.4.EE.2
11. describe changes in his/her local community over time. II.4.EE.3



CIVICS AND GOVERNMENT

By the end of Grade Two each student will be able to:

12. cite examples of government carrying out its legal authority in the local community. III.1.EE.1
13. identify rules in the community and describe the consequences for breaking them. III.4.EE.1
14. describe the consequences of not having rules. III.1.EE.2
15. describe a variety of ways for communities to make decisions fairly. III.4.EE.2
16. recognize that events in other countries can affect their local community. III.5.EE.2
17. describe ways that individuals influence each other. III.4.EE.3



ECONOMICS

By the end of Grade Two each student will be able to:

18. list ways that individuals can conserve the limited resources of time, money, and space. IV.1.EE.2
19. identify a good or service that is provided by the local government and identify the source of its funding. IV.3.EE.1
20. distinguish between producers and consumers in a market economy. IV.4.EE.2
21. describe a variety of businesses in their local community and connect economic needs with the businesses that meet them. IV.2.EE.1



INQUIRY AND DECISION MAKING

By the end of Grade Two each student will be able to:

22. interpret information from simple maps, graphs, tables, and pictographs. V.1.EE.3
23. compose a statement expressing an opinion on a public issue in their local community. VI.3.EE.1



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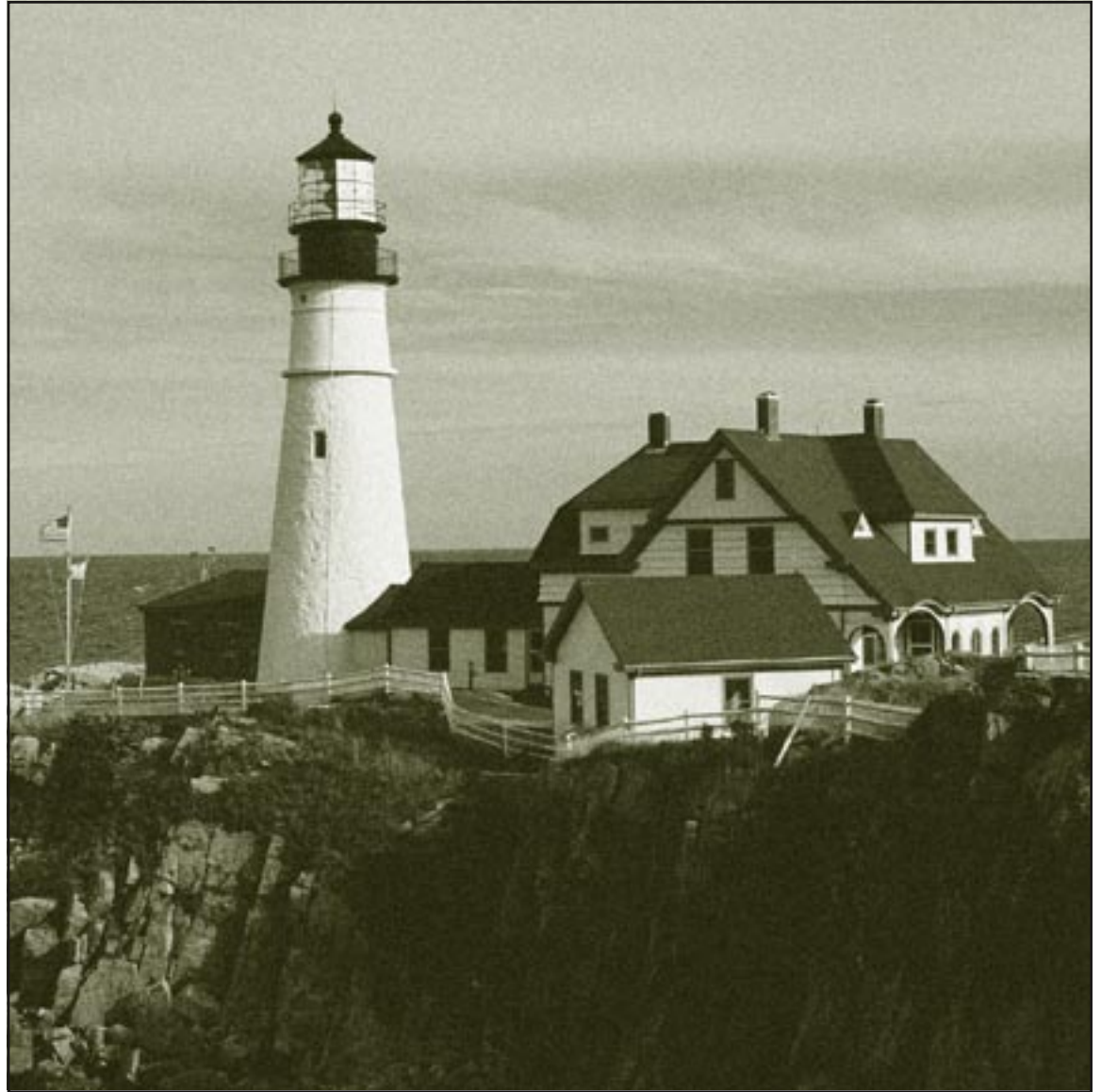
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GRADE LEVEL CONTENT EXPECTATIONS



Regions

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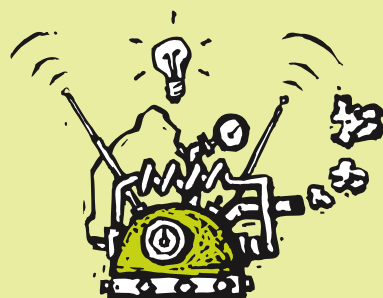
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Grade Three—Regions

The focus of the social studies curriculum for Grade Three is “**Regions.**” A comprehensive approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision making will be most effective when integrated with the subjects of reading, writing, mathematics, science, and the arts.

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HISTORY

By the end of Grade Three each student will be able to:

1. measure chronological time by decades and centuries. I.1.LE.1
2. use narratives and graphic data to compare the past of their local community with present day life. I.2.LE.2



GEOGRAPHY

By the end of Grade Three each student will be able to:

3. locate and describe the characteristics and locations of diverse types of regions. II.1.LE.2
4. explain how various people or cultures have adapted to, or modified the environment. II.2.LE.4
5. explain how transportation and communication link people and regions. II.3.LE.3
6. describe characteristics that could be used to define a region. II.4.EE.1



CIVICS AND GOVERNMENT

By the end of Grade Three each student will be able to:

7. interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, and equal protection of the law. III.2.LE.2
8. explain how law is used to manage conflict peacefully. III.4.LE.2
9. describe how citizens participate in elections. III.4.LE.4



ECONOMICS

By the end of Grade Three each student will be able to:

10. explain the concept of scarcity when people make economic decisions. IV.1.LE.1
11. identify the opportunity costs in personal decision-making situations. IV.1.LE.2
12. use a decision-making model to explain a personal economic choice involving a scarcity of time, money, or space. IV.1.LE.3
13. describe how people in a region act as producers and consumers. IV.4.LE.2



INQUIRY AND DECISION MAKING

By the end of Grade Three each student will be able to:

14. organize social studies information to make simple maps, graphs, tables, and interpret what they mean. V.1.LE.2
15. explain how a particular issue became a problem and why people disagree about it. VI.1.LE.2
16. take a stand on a regional policy issue, support it with data, and the use of a variety of formats and/or technologies. VI.3.LE.3



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GRADE LEVEL CONTENT EXPECTATIONS



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Michigan

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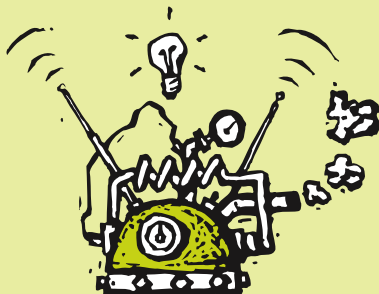
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Grade Four—Michigan

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HISTORY

By the end of Grade Four each student will be able to:

1. place major events in the history of the State of Michigan in chronological order. I.1.LE.2
2. after reading a story about life in the past in Michigan, sequence not more than 5 events from the story. I.2.LE.1
3. use narratives and graphic data to compare Michigan's past with present day life. I.2.LE.1



GEOGRAPHY

By the end of Grade Four each student will be able to:

4. describe the location, use, and importance of different kinds of natural resources in Michigan and the Great Lakes region and explain the positive and negative consequences of their use. II.2.LE.2
5. explain how various peoples and cultures have adapted to and modified Michigan's natural environment. II.2.LE.4
6. describe major kinds of economic activity in Michigan and explain the factors influencing their location. II.3.LE.1
7. describe some of the major movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements. II.3.LE.4
8. compare the Upper Peninsula, Northern Lower Peninsula, and Southern Lower Peninsula. II.4.LE.4



CIVICS AND GOVERNMENT

By the end of Grade Four each student will be able to:

9. distinguish between local and state government. III.1.LE.1
10. identify the three branches of Michigan government and the powers of each. III.4.LE.3
11. distinguish among making, enforcing and interpreting laws and identify the office responsible for each. III.4.LE.1
12. explain how law is used to manage conflict in American society. III.4.LE.2



ECONOMICS

By the end of Grade Four each student will be able to:

13. explain the impact of scarcity and opportunity costs on business decisions. IV.1.LE.1, IV.1.LE.2
14. distinguish among natural resources, human capital, and capital equipment in the production of a good or service. IV.2.LE.1
15. explain how prices are determined in a market economy. IV.4.LE.1
16. describe how Michigan businesses are involved in trade as producers, consumers, importers, and exporters. IV.5.LE.3



INQUIRY AND DECISION MAKING

By the end of Grade Four each student will be able to:

17. interpret social studies information about the State of Michigan from maps, graphs, tables, and charts. V.1.LE.3
18. pose issues of state concern as public policy questions. VI.1.LE.1
19. evaluate possible resolutions of a state public policy issue. VI.1.LE.3
20. compose a short essay expressing a decision on a public policy issue. VI.3.LE.1



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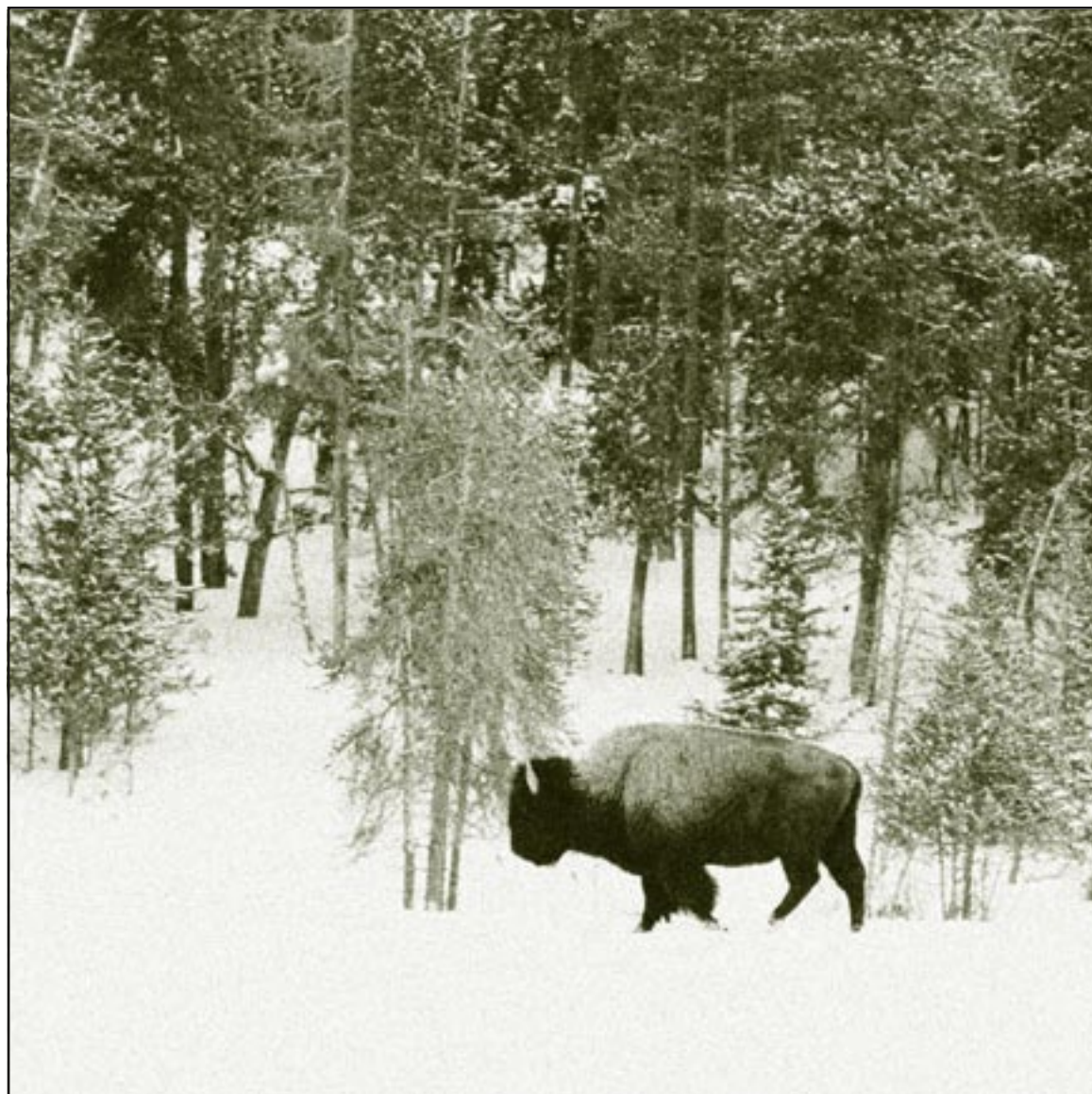
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Social Studies

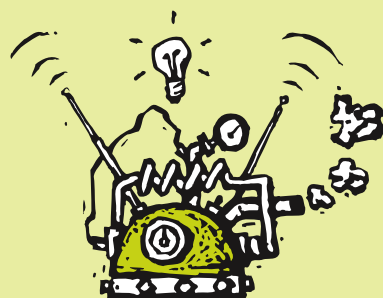
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Grade Five—Early America: Beginnings to the Ratification of the Bill of Rights 1791

The focus of the social studies curriculum for Grade Five is “**Early America: Beginnings to the Ratification of the Bill of Rights 1791.**” A comprehensive approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision making will be most effective when integrated with the subjects of reading, writing, mathematics, science, and the arts.

Share Your Ideas



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HISTORY

By the end of Grade Five each student will be able to:

1. place major events in the early history of the United States in chronological order. **I.1.LE.1**
2. use narratives and graphic data to compare early Native American and colonial life in North America with present day. **I.2.LE.2**
3. interpret conflicting accounts of events in early United States history and analyze the viewpoints of the authors. **I.3.LE.2**
4. identify major decisions made to solve problems from the past and evaluate those decisions in terms of short and long term consequences and core democratic values. **I.4.LE.2**



GEOGRAPHY

By the end of Grade Five each student will be able to:

5. locate the New England, Middle Atlantic, and Southern colonies and describe the culture of each region. **II.1.LE.2**
6. describe how Native Americans and colonists adapted to or modified the environment. **II.2.LE.4**
7. describe the causes, consequences, routes and major movements of goods, people, and information during early United States history. **II.3.LE.4**
8. locate and describe major places, cultures, and communities in Native American life. **II.1.LE.3**
9. describe and compare the geography of major United States regions. **II.4.LE.6**



CIVICS AND GOVERNMENT

By the end of Grade Five each student will be able to:

10. distinguish among local, state, and national government in the United States and describe the roles of governmental institutions at all three levels. **III.1.LE.1**
11. give examples of authority and the use of power without authority. **III.1.LE.2**
12. give reasons for limiting the power of government. **III.1.LE.3**
13. interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, due process of law, and equal protection of the law. **III.2.LE.2**
14. explain the development of and summarize the main points of the Declaration of Independence. **III.2.LE.1**
15. explain the basic organization of state and federal governments. **III.4.LE.3**
16. describe what state and federal courts are expected to do. **III.3.LE.1**
17. describe how citizens participate in election campaigns. **III.4.LE.4**
18. explain various ways that nations interact with each other. **III.5.LE.1**



ECONOMICS

By the end of Grade Five each student will be able to:

19. describe goods and services provided by state and federal governments and sources of funding. **IV.3.EE.1**
20. describe how colonists were involved in trade as producers, consumers, importers, and exporters in the early history of America. **IV.5.LE.1**
21. describe the benefits of trade between the colonies and Europe. **IV.5.LE.2**



INQUIRY AND DECISION MAKING

By the end of Grade Five each student will be able to:

22. interpret and analyze social science information about the nation from maps, graphs, charts, and tables. **V.2.LE.2**
23. compose a short persuasive essay expressing a decision on a public policy issue. **V.3.LE.1**



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GRADE
SIX

SOCIAL STUDIES



GRADE LEVEL CONTENT EXPECTATIONS



The Western Hemisphere

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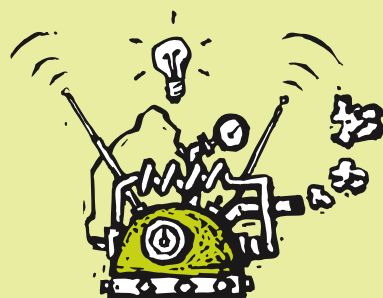
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Grade Six—The Western Hemisphere

The context of the social studies curriculum for Grade Six is “**The Western Hemisphere.**” An integrated approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision making should be used. To be most effective, the study of social studies should integrate the subjects of reading, writing, mathematics, science, and the arts.

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HISTORY

By the end of Grade Six each student will be able to:

1. trace the historical origins of a contemporary problem in the Western Hemisphere. **I.1.MS.3**
2. identify the responses of individuals to historic violations of human dignity involving discrimination, persecution or crimes against humanity in the Western Hemisphere. **I.4.MS.3**



GEOGRAPHY

By the end of Grade Six each student will be able to:

3. describe and compare characteristics of Western Hemisphere cultures, including language, religion, belief systems, and traditions. **II.1.MS.2**
4. describe the consequences of human/environment interactions in several different regional environments within the Western Hemisphere. **II.2.MS.5**
5. locate and describe major cultural, economic, political, climatic and physical regions of the Western Hemisphere. **II.4.MS.2**
6. explain how humans modify the environment and describe some of the possible consequences of these modifications on the Western Hemisphere. **II.2.MS.4**
7. describe the major economic and political connections between the United States and other countries in the Western Hemisphere and explain their causes and consequences. **II.3.MS.4**



CIVICS AND GOVERNMENT

By the end of Grade Six each student will be able to:

8. compare the representative democracy of the United States with other forms of government in the Western Hemisphere. **III.1.MS.2**
9. describe the purposes and functions of major international organizations. **III.5.MS.1**
10. describe the means used by the United States to resolve international conflicts in the Western Hemisphere. **III.5.MS.2**



ECONOMICS

By the end of Grade Six each student will be able to:

11. describe how economic systems in the Western Hemisphere address the problem of scarcity. **IV.1.MS.1**
12. describe the roles of various economic institutions such as governments, business firms, labor unions, banks, and households that make up economic systems in the Western Hemisphere. **IV.4.MS.2**
13. describe the effects of current public policy on businesses in the Western Hemisphere. **IV.2.MS.3**
14. identify the current and potential contributions of regions in the Western Hemisphere to world trade. **IV.5.MS.1**



INQUIRY AND DECISION MAKING

By the end of Grade Six each student will be able to:

15. interpret social science information about the countries of the Western Hemisphere from a variety of sources. **V.1.MS.3**
16. explain how culture and experience shape positions that people take on an issue. **VI.1.MS.3**
17. compose persuasive essays expressing decisions on national and international public policy issues. **VI.3.MS.1**



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GRADE
SEVEN

SOCIAL STUDIES



GRADE LEVEL CONTENT EXPECTATIONS



The Eastern Hemisphere

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Social Studies

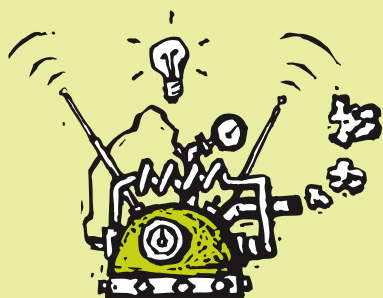
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Grade Seven—The Eastern Hemisphere

The context of the social studies curriculum for Grade Six is “**The Eastern Hemisphere.**” An integrated approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision making should be used. To be most effective, the study of social studies should integrate the subjects of reading, writing, mathematics, science, and the arts.

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HISTORY

By the end of Grade Seven each student will be able to:

1. trace the historical origins of a contemporary problem in the Eastern Hemisphere. **I.1.MS.3**
2. identify the responses of individuals to historic violations of human dignity involving discrimination, persecution or crimes against humanity in the Eastern Hemisphere. **I.4.MS.3**



GEOGRAPHY

By the end of Grade Seven each student will be able to:

3. describe and compare characteristics of Eastern Hemisphere cultures, including language, religion, belief systems, and traditions. **II.1.MS.2**
4. describe the consequences of human/environment interactions in several different types of environments within the Eastern Hemisphere. **II.2.MS.5**
5. locate and describe major cultural, economic, political and environmental regions of the Eastern Hemisphere. **II.4.MS.2**
6. explain why people live and work as they do in different regions of the Eastern Hemisphere. **II.1.MS.3**
7. describe the major economic and political connections between the United States and countries in the Eastern Hemisphere and explain their causes and consequences. **II.3.MS.4**



CIVICS AND GOVERNMENT

By the end of Grade Seven each student will be able to:

8. compare the representative democracy of the United States with other forms of government in the Eastern Hemisphere. **III.1.MS.2**
9. describe the purposes and functions of major international organizations. **III.5.MS.1**
10. describe the means used by the United States to resolve international conflicts in the Eastern Hemisphere. **III.5.MS.2**



ECONOMICS

By the end of Grade Seven each student will be able to:

11. describe how economic systems in the Eastern Hemisphere address the problem of scarcity. **IV.1.MS.1**
12. describe the roles of various economic institutions such as governments, business firms, labor unions, banks, and households that make up economic systems in the Eastern Hemisphere. **IV.4.MS.2**
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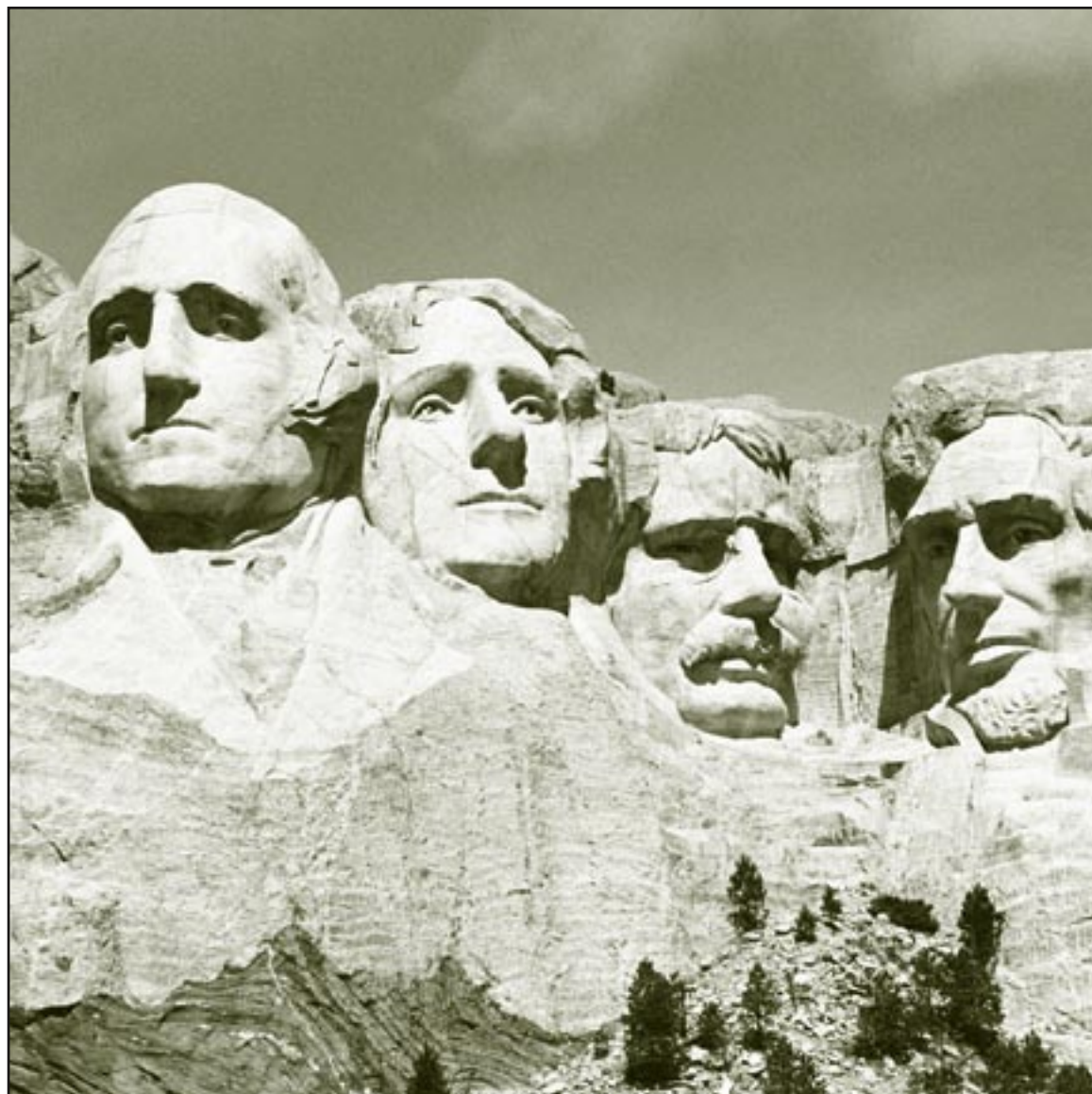
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GRADE
EIGHT

SOCIAL STUDIES



GRADE LEVEL CONTENT EXPECTATIONS



Nineteenth Century United States

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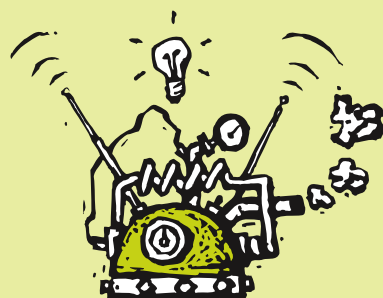
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Grade Eight—Nineteenth Century United States

The focus of the social studies curriculum for Grade Eight is “**Nineteenth Century United States.**” A comprehensive approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision making will be most effective when integrated with the subjects of reading, writing, mathematics, science, and the arts.

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HISTORY

By the end of Grade Eight each student will be able to:

1. describe major factors that characterize the following eras of United States history: Constitution and the New Nation, Expansion and Reform, Civil War and Reconstruction, and Industrial United States. **I.1.MS.2**
2. use narratives and graphic data to describe the settings of significant events that shaped the United States as a nation from 1788 to 1900. **I.2.MS.1**
3. use primary and secondary resources to analyze significant events that shaped the development of the United States between 1788 to 1900. **I.3.MS.1**
4. identify and analyze factors contributing to the major decisions made in United States history from 1788 to 1900, and consider alternative courses of action. **I.4.MS.1**
5. use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of United States history from 1788 to 1900. **I.2.MS.4**
6. show that historical knowledge is tentative and subject to change when new information is uncovered. **I.3.MS.3**
7. evaluate historic decisions made during United States history from 1788 to 1900 in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives. **I.4.MS.4**



GEOGRAPHY

By the end of Grade Eight each student will be able to:

8. describe how and why people, goods, services, and information moved within and between regions of the United States from 1788 to 1900. **II.3.MS.3**
9. describe the major economic and political connections between the United States and different world regions from 1788 to 1900 and explain the causes and consequences. **II.3.MS.4**



CIVICS AND GOVERNMENT

By the end of Grade Eight each student will be able to:

10. describe the essential beliefs and ideas that influenced the Declaration of Independence and the creation of the United States Constitution and explain how they set the foundation for civic life, politics, and government in the United States. **III.2.MS.1**
11. identify and describe disparities between the American ideal of equality and reality in the context of the history of the United States from 1788 to 1900. **III.3.MS.2**
12. explain how the federal government of the United States served the purposes set forth in the Preamble to the Constitution. **III.1.MS.1**
13. explain the means for limiting the powers of government established by the United States Constitution and how the Constitution is maintained as the supreme law of the land. **III.2.MS.3, III.4.MS.2**
14. explain how the rule of law and limited government protect individual rights and serve the common good. **III.1.MS.4**



ECONOMICS

By the end of Grade Eight each student will be able to:

15. describe the role of the government in regulating interstate commerce and the use of protective tariffs. **IV.5.MS.2**
16. use a case study from United States history from 1788 to 1900 to exemplify how supply and demand, prices, incentives, and profits determine what was produced and distributed in the American economy. **IV.4.MS.3**
17. describe how business practices, profits, and the willingness to take risks encouraged an entrepreneur to operate. **IV.2.MS.1**
18. describe the roles of the various economic institutions which comprise the American economic system such as business firms, households, labor unions, banks and the government. **IV.4.MS.4**



INQUIRY AND DECISION MAKING

By the end of Grade Eight each student will be able to:

19. interpret social science information about the Nineteenth Century United States from primary and secondary sources. **V.1.MS.3**
20. explain how culture and experience shape positions that people take on an issue. **VI.1.MS.3**
21. compose persuasive essays expressing decisions on national and international public policy issues. **VI.3.MS.1**
22. trace the origins of a public issue. **VI.1.MS.2**
23. given a national public policy issue state the related ethical, definitional, and factual issues as questions. **VI.1.MS.1**



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GRADES
9-12

GRADE LEVEL CONTENT EXPECTATIONS



High School Economics Strand

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SOCIAL STUDIES

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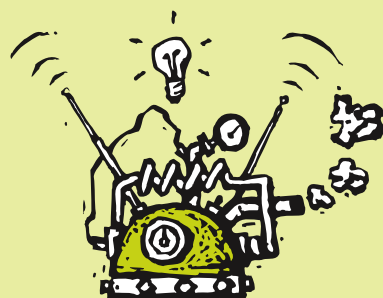
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High School Economics Strand

An integrated approach to creating learning opportunities within the disciplines of economics should include history, geography, civics, inquiry and decision-making. The added dimensions of current events and persuasive civic writing will add contextual depth.

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HIGH SCHOOL ECONOMICS STRAND

Upon completion of high school, students will be able to:

1. discuss the importance of taking responsibility for personal and financial decisions and apply an effective decision-making process to personal financial choices as consumers, producers, savers, investors, and citizens. **IV.1.HS.3**
2. design a strategy for earning, spending, saving and investing his/her resources. **IV.1.HS.1**
3. identify incentives that affect people's behavior and explain how incentives affect their own decisions. **IV.1.HS.2**
4. evaluate ways to resolve conflicts resulting from differences between business interests and community values. **IV.2.HS.2**
5. make informed decisions by anticipating the consequences of inflation and unemployment. **IV.3.HS.2**
6. anticipate the impact of the federal government's and the Federal Reserve System's macroeconomic policy decisions on themselves and others. **IV.3.HS.2**
7. identify and evaluate the benefits and costs of alternative public policies, assess who enjoys the benefits and who bears the costs, and explain why the policies exist. **IV.3.HS.4**
8. identify the role of households, business firms, banks, government agencies and labor unions in the economy of the United States. **IV.4.HS.4**
9. describe the relationships among and between households, business firms, banks, government agencies and labor unions. **IV.4.HS.4**
10. compare and evaluate the benefits and costs of different methods for allocating goods and services in a free market economic system with other economic systems. **IV.4.HS.5**
11. explain how changes in the level of competition in different markets can affect price and output levels in a free market economic system with other economic systems. **IV.4.HS.5**
12. explain how specialization, interdependence and economic development are related. **IV.5.HS.3**
13. evaluate the benefits and obstacles of each economic system and the role of trade in economic growth. **IV.5.HS.1**
14. compare the benefits and costs of policies that alter trade barriers between nations, such as tariffs and quotas. **IV.5.HS.4**
15. describe the effects of currency exchange, interest rates and monetary policy on world trade and domestic economic activity. **IV.5.HS.4**
16. describe the relationship between the United States economy and the global economy. **IV.4.HS.2**
17. predict how prices change when the numbers of buyers or sellers in a market changes, and explain how the incentives facing individual buyers and sellers are affected. **IV.4.HS.1**
18. describe how a competitive world market affects the "what", "how" and "for whom" questions which define an economic system. **IV.4.HS.5**
19. describe and interpret the use of economic conditions and explain how those conditions can influence decisions made by consumers, producers, and government policymakers. **IV.3.HS.1**
20. develop generalizations pertaining to a specific social studies topic by interpreting information from a variety of sources. **V.1.HS.3**
21. generate possible resolutions to public issues and evaluate them using criteria that have been identified. **VI.1.HS.1**
22. compose elaborated persuasive essays by taking a position on issues of public policy, supporting them using data, core democratic values, prior social studies knowledge, and refuting an opponent's argument. **VI.3.HS.1**

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GRADES
9-12

SOCIAL STUDIES



GRADE LEVEL CONTENT EXPECTATIONS



High School Geography and Global Issues Strand

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Social Studies

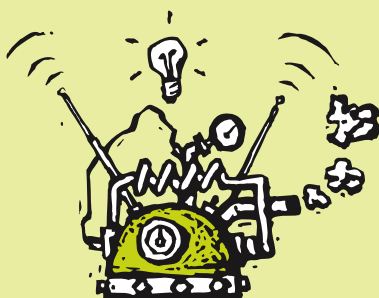
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Grades 9-12—Geography and Global Issues Strand

An integrated approach to creating learning opportunities within the discipline of geography should include history, civics, economics, inquiry and decision making. The added dimensions of current events and persuasive civic writing will add contextual depth.

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HIGH SCHOOL GEOGRAPHY AND GLOBAL STUDIES

Upon completion of high school, students will be able to:

1. explain that world events may recur and become major world issues and affect people, places and culture. II.1.HS.1
2. describe the environmental consequences of major world processes and events such as population growth, economic development, urbanization, resource use, international trade and global communication. II.2.HS.1
3. explain how events have causes and consequences in different parts of the world (wars, famines, natural disasters.) II.3.HS.2, II.4.HS.2
4. explain how processes like population growth, economic development, and desertification are affecting major world regions. II.4.HS.3
5. describe major world patterns of economic activity and explain the reasons for the patterns. II.3.HS.1
6. describe some of the major factors that are causing the current patterns of economic development and distribution of political systems worldwide. II.4.HS.4
7. explain why cultural, economic and political changes in a country or region may affect economic development, international trade and resource use with consequences for the environment and lead to conflict or cooperation within, as well as between, countries and regions. II.5.HS.2
8. develop generalizations pertaining to a specific social studies topic by interpreting geographic information to address significant global environmental issues. V.1.HS.3
9. generate possible resolutions to public issues that occurred from 1890 to the present and evaluate them using criteria that have been identified. VI.1.HS.1
10. compose elaborated persuasive essays by taking a position on issues of public policy, supporting them, and refuting an opponent's argument. VI.3.HS.1
11. compose extensively elaborated essays expressing and justifying decisions on international public policy issues. VI.3.HS.1

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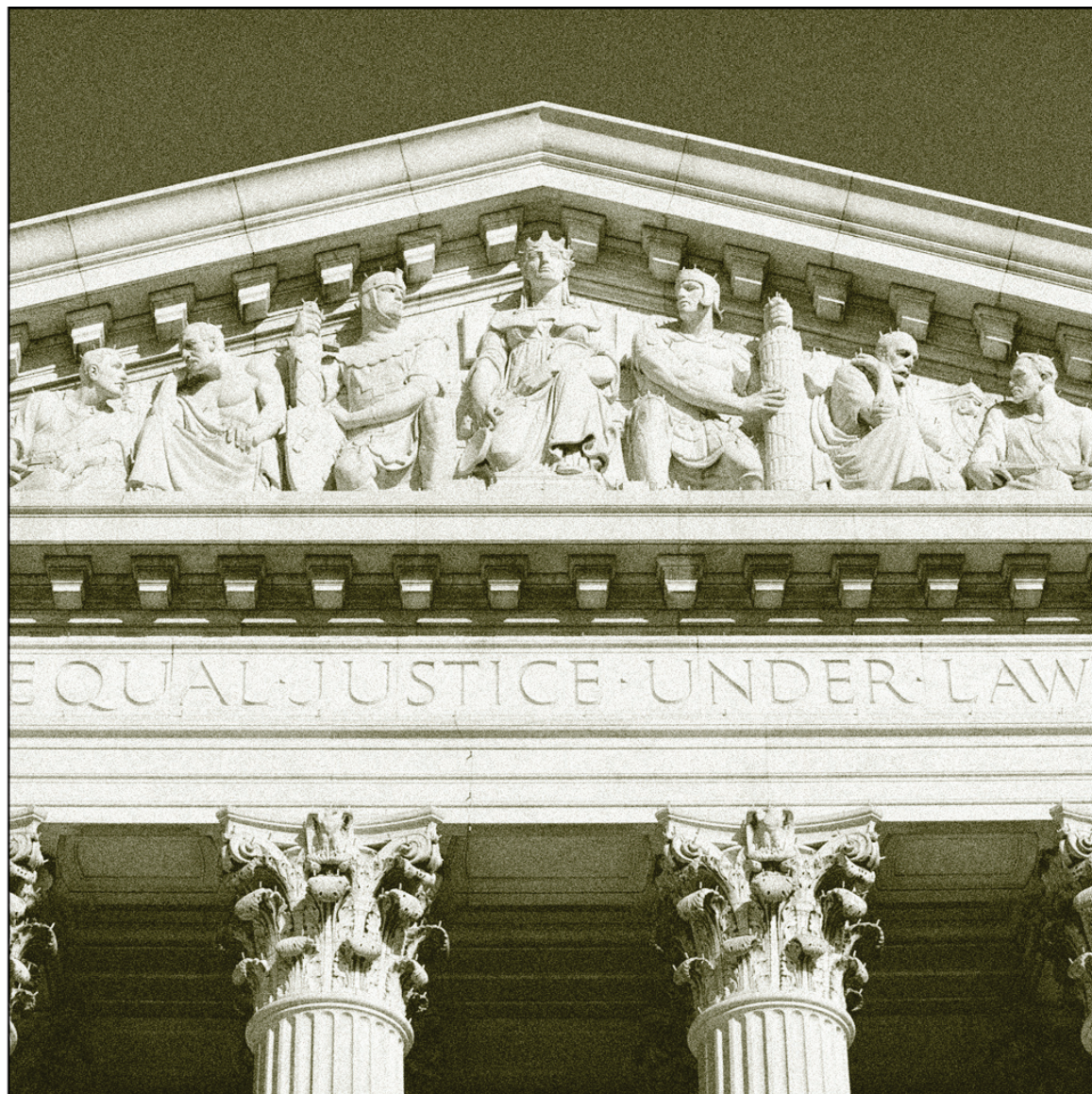
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GRADES
9-12

GRADE LEVEL CONTENT EXPECTATIONS



High School Civics and Government Strand

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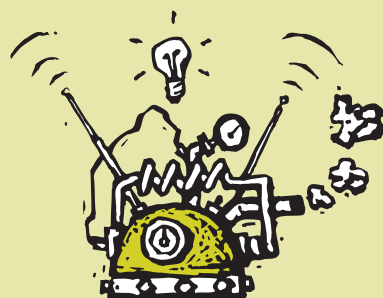
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Grades 9-12—Civics and Government Strand

An integrated approach to creating learning opportunities within the discipline of government (political science) should include history, geography, economics, inquiry and decision-making. The added dimensions of current events and persuasive civic writing will add contextual depth.

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HIGH SCHOOL CIVICS AND GOVERNMENT

Upon completion of high school, students will be able to:

1. evaluate how effectively the federal government is serving the purposes for which it was created. III.1.HS.1
2. identify the characteristics of the presidential and parliamentary systems of government and evaluate the relative merits of each. III.1.HS.3
3. using actual cases, describe the similarities and differences between civil and criminal courts in the United States. III.3.HS.1
4. identify the benefits and challenges of diversity in American life. III.2.HS.1
5. using the purposes for the government set forth in the Constitution, evaluate proposals to reform the U.S. political system. III.4.HS.2
6. use the ideas in the foundational documents of the United States to evaluate the conduct of citizens. III.2.HS.2
7. use the ideas in the foundational documents of the United States to evaluate the practices of government. III.2.HS.2
8. explain why people may agree on democratic values in the abstract, but the same people may disagree strongly about how those values are best served or furthered in light of a particular context or controversy.
9. identify U.S. foreign policies and conduct relative to the national interests and American values. III.5.HS.2
10. identify the relationship between the United States and involvement of the U.S. in international organizations and treaties. III.5.HS.3
11. develop generalizations pertaining to specific social studies topics by interpreting information from a variety of sources. V.1.HS.3
12. generate possible resolutions to public issues and evaluate them using criteria that have been identified. VI.1.HS.1
13. compose elaborated essays expressing and justifying decisions on public policy issues using data, core democratic values, prior social studies knowledge, and refuting an opponent's argument. VI.3.HS.1
14. describe the influence of the American concept of democracy and individual rights in the world. III.5.HS.1
15. identify how and why America's commitment to individual liberty, the rule of law, and republican principles of government influence international relations and the internal politics of foreign countries.

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GRADES
9-12

GRADE LEVEL CONTENT EXPECTATIONS



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High School United States History Strand *Twentieth and Twenty-first Centuries*

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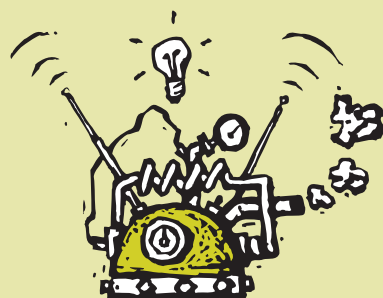
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High School United States History Strand (1890 to present) Twentieth and Twenty-first Centuries

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HIGH SCHOOL UNITED STATES HISTORY STRAND

Upon completion of high school, students will be able to:

1. explain cause and effect relationships by interpreting timelines of people and events in the history of the United States since 1890. **I.1.HS.1**
2. use primary and secondary resources to analyze significant events that shaped the development of the United States after 1890. **I.3.HS.1**
3. describe the major factors that characterized the eras of United States history after 1890. **I.1.HS.2**
4. draw upon narratives and graphic data to explain significant events that shaped the development of the United States as a nation during the eras after 1890. **I.2.HS.2**
5. identify historical causes of contemporary problems in the world involving the United States. **I.3.HS.3**
6. identify major decisions in the history of the United States after 1890 and analyze the factors contributing to those decisions. **I.4.HS.1**
7. analyze the long-term consequences and implications of major decisions in the history of the United States after 1890. **I.4.HS.3**
8. evaluate a pivotal decision from United States history after 1890 using core democratic values and constitutional principles. **I.4.HS.4**
9. analyze a pivotal decision from United States history after 1890 using more than one perspective. **I.4.HS.4**
10. evaluate the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity after 1890. **I.4.HS.2**
11. develop generalizations pertaining to a specific history topic by interpreting information from a variety of sources using issues from 1890 to the present. **V.1.HS.3**
12. generate possible resolutions to public issues that occurred from 1890 to the present and evaluate them using criteria that have been identified. **VI.1.HS.1**
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